DOCUMENT RESUME

ED 267 298 CE 044 034

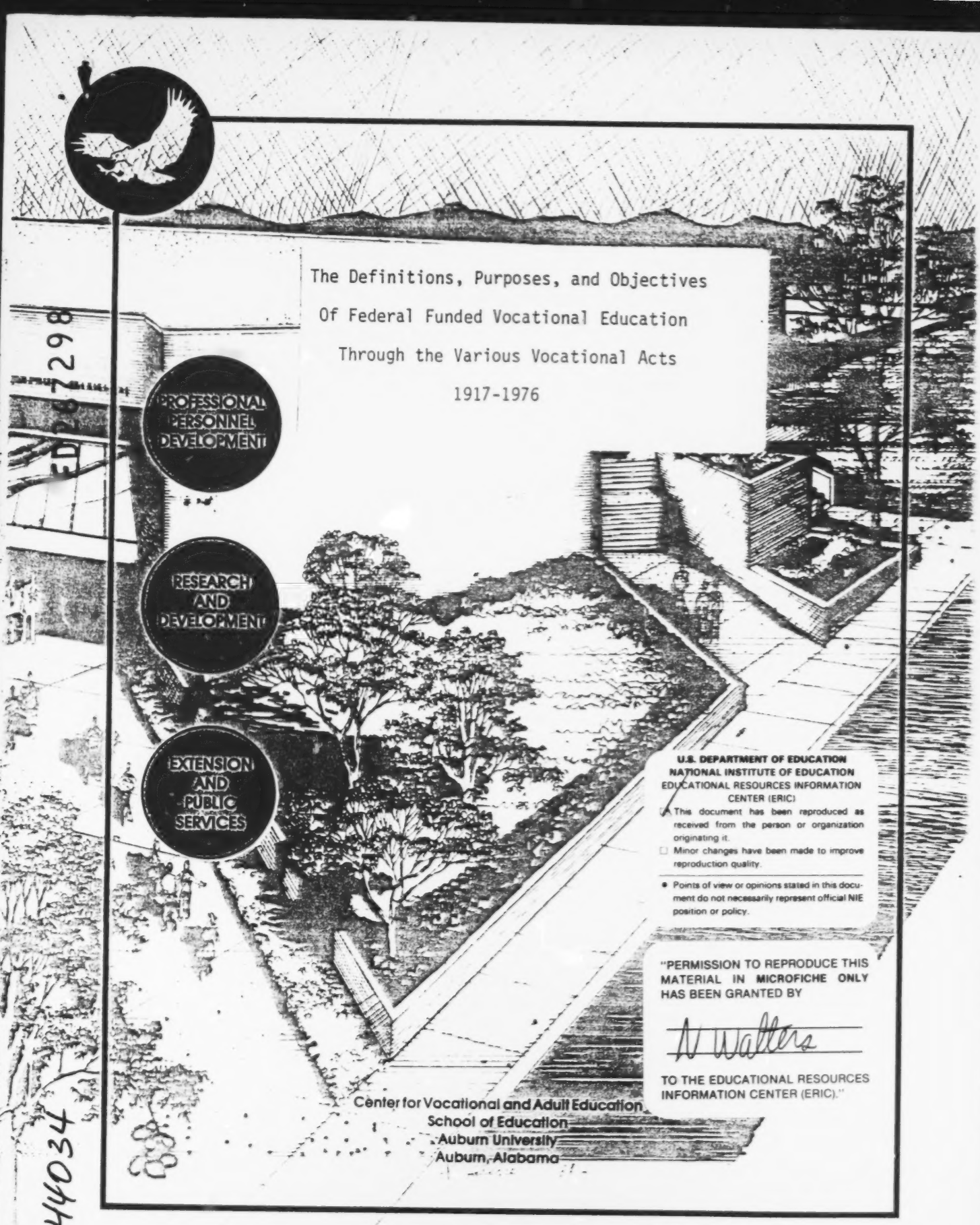
AUTHOR Walters, Norma J.
TITLE The Definitions, Purposes, and Objectives of Federal Funded Vocational Education through the Various Vocational Acts 1917-1976.
INSTITUTION Auburn Univ., Ala. Center for Vocational and Adult Education.
PUB DATE 86
NOTE 34p.; For related documents, see CE 044 033-038.
AVAILABLE FROM Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
PUB TYPE Historical Materials (060) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Educational Development; *Educational History; *Educational Legislation; *Federal Aid; *Federal Legislation; Postsecondary Education; Secondary Education; *Vocational Education

ABSTRACT

This monograph sets forth the objectives and outlines the provisions of vocational acts (1917-1976) that provided for federally funded vocational education. An overview of the Smith-Hughes Act (1917) also considers changes made in vocational education after the act and amendments to the act. Other sections offer summaries of these acts: the George-Reed Act (1929) and resultant changes; the George Ellzey Act (1934) and resultant changes; the George-Deen Act (1936) and resultant changes; the George Barden Act (1946) and amendments, including Title I--Fishery Training Act, Title II--Health Amendments Acts of 1956, and Title III--National Defense Education Act; related acts passed to support vocational educaiton (Area Redevelopment Act and Manpower Development and Training Act); the Vocational Education Act (1963) and other changes; and amendments to the Smith-Hughes and George Barden Acts. The overview of the Vocational Education Amendments of 1968 outlines provisions of Title I--Amendments, Title II--Training of Vocational Education Personnel, and Title III--Miscellaneous Provisions. A summary of the Vocational Education Amendments of 1972 precedes the description of the Educational Amendments of 1976, specifically Title II--Vocational Education. National priority programs, categories for funding, and authorizations are outlined. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****



The Definitions, Purposes, and Objectives Of Federal Funded Vocational Education Through the Various Vocational Acts 1917-1976

ED 087298

CE040034

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

N Walters

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Center for Vocational and Adult Education
School of Education
Auburn University
Auburn, Alabama

The Definitions, Purposes, and Objectives of Federal Funded Vocational Education Through the Various Vocational Acts 1917-1976

Norma J. Walters, R.N., Ph.D.
Assistant Professor and Coordinator
Health Occupations Education
Auburn University
Auburn, Alabama 36830

1986

Center for Vocational and Adult Education
College of Education
Auburn University

Table of Contents

	Page
Introduction	1
Smith-Hughes Act of 1917	2
Some Changes Since Smith-Hughes Act of 1917	9
Amendments	10
The George-Reed Act of 1929	10
Changes	10
The George Ellzey Act of 1934	12
Changes	12
The George-Deen Act of 1936	13
Changes	13
The George Barden Act of 1946	14
Amendments to George Barden Act of 1946	16
Title I Amendment - Fishery Training Act	16
Title II - Health Amendments Act of 1956	17
Title III - National Defense Education Act	18
Related Acts	19
Area Redevelopment Act	19
Man Power Development and Training Act	19
The Vocational Act of 1963	19
Other Changes	20
Amendments to Smith-Hughes and George Barden Acts	22
Appropriations	23
The Vocational Education Amendments of 1968	24
Title I - Amendments	24
Title II - Training of Vocational Education Personnel	25
Title III - Miscellaneous Provisions	25
Appropriations	25
The Vocational Education Amendment of 1972, P.L. No. 92-318	26
The Educational Amendments of 1976 - Title II - Vocational Education	26
National Priority Programs	27
Categories for Funding	27
Authorizations	28
References	29

The Definitions, Purposes, and Objectives of Federal Funded Vocational Education Through the Various Vocational Acts 1917-1976

Introduction

Once the Congress passed the Morrill Act of 1862, granting land for colleges of Agriculture and the Mechanic Arts; the Hatch Act of 1887 for experimental stations in each state which had a land grant college; the Second Morrill Act of 1980 giving monetary supplements to the already established land-grant colleges; the Smith-Lever Act of 1914 providing funds for the state agricultural colleges for instructional and advisory programs for farmers and extension work in agriculture and home economics; plus the Douglas Commission Report in May, 1905, which was to investigate the needs for education in the different grades of skill and responsibility in the various industries of the Commonwealth of Massachusetts; the National Society for the Promotion of Industrial Education in 1906 to bring to the attention of the public the need for industrial education; and the Congressional Act of 1914 which created the Commission on National Aid to Vocational Education to study the problem of federal assistance to vocational education, all led to might be referred to as the beginnings of vocational education in 1917. Thus, the fears expressed by members of Congress more than sixty (60) years previously were emerging . . . a fear that federal aid would lead to future requests.

Smith-Hughes Act of 1917

The Smith-Hughes Act sponsored by Hoke Smith and Dudley Hughes, both from Georgia, was signed by President Woodrow Wilson on February 23, 1917. The Smith-Hughes Act was passed to:

1. provide for the promotion of vocational education;

2. provide for cooperation with the states in the promotion of such education in agriculture and the trades and industries;

3. provide for cooperation with the states in the preparation of teachers of vocational subjects; and

4. to appropriate money and regulate its expenditure.

The provisions of the Smith-Hughes Act were as follows:

1. appropriations were mandatory and continuing;

2. definite appropriations for the fields of agriculture and trades and industries. The amount began with $500,000 for each field for the first fiscal year ending June 30, 1918, and increased by $250,000 for each field each year for 6 years; and for 1925 and 1926, the amount increased to $500,000 for each field for fiscal year ending June 30, 1926. The appropriations for each field at this time had increased to $3,000,000 and this sum was to be appropriated to each field, annually, thereafter;

3. allocation of funds to the states was made on the basis of population (last U.S. Census);

4. a minimum allotment of funds to any state was $5,000 for agriculture, $5,000 for trades, home economics, and industry

combined from 1917-1923, then the minimum increased to $10,000 thereafter. For teacher training, the minimum amount was $5,000 through fiscal year 1919 and then increased to $10,000 for each year thereafter;

5. definite appropriations to insure the payments of the minimums to the states were based upon estimates of the U.S.O.E., and were in addition to the maximum appropriations for each field as shown in Table 1.

Table 1

Appreciation for Minimum Payments to States by Smith Hughes Act

Fiscal Year Ending June 30	Agriculture	Trades, Home Economics and Industries
1918	$48,000	$66,000
1919	34,000	46,000
1920	24,000	34,000
1921	18,000	28,000
1922	14,000	25,000
1923	11,000	22,000
1924	9,000	19,000
1925	34,000	56,000
Annually Thereafter	27,000	50,000

Appropriations to meet the minimum payment for each state for the training of teachers are shown in Table 2.

Table 2

Appropriations for Minimum Payment to States for Training Teachers as Stipulated by Smith-Hughes Act

Fiscal Year Ending June 30	Teacher Training
1918	$46,000
1919	32,000
1920	24,000
1921 and annually thereafter	90,000

6. not more than 20 percent of the money appropriated for the payment of salaries of teachers of trade, home economics, and industrial subjects for any one year, was allowed to be spent on salaries of home economic teachers;

7. states had to accept provisions of Act before securing benefits and establish or designate a state board for vocational education;

8. states were not required to accept provisions of all of the funds for which appropriations were designated, but would be expected to meet those accepted. After June 30, 1920, no state was allowed to receive any appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects or for salaries of trade, home economics, and industrial subjects until it had taken advantage of at least the minimum amount appropriated for the training of teachers in these fields;

9. created a Federal Board for Vocational Education which included the Secretaries of Agriculture and Commerce, the Commissioner of Education, and three citizens of the U.S. appointed by the President with the advice and consent of the Senate (only the citizens to receive $5,000 per year salary). (Sec. 8);

10. in cooperation with the states the Federal Board was created to make studies of each field in the Act and of Commerce and commercial pursuits and to handle the administration of the Act;

11. monies were appropriated to hire assistants and carry out responsibilities of the Federal Board;

12. provision for state plans showing proposed use of the federal funds and means for cooperating with the states. Also, required financial statistical and narrative reports to the Federal Board for Vocational Education;

13. payment of funds were limited to salaries for teachers, supervisors or directors of agriculture and teachers of trade, home economics, and industrial subjects to those having the minimum requirements set up in the state plan for vocational education. Use of federal funds were also prevented from being used for salaries of teachers and others who were necessary to teach those subjects which led to a well-rounded course of

training (Congress recognized necessity for training for subjects other than manual work);

14. federal funds were required to be matched by state or local funds or both (salaries or teacher training);

15. instruction in schools or classes given in specified fields were required to be under public supervision or control; the purpose to train for employment; the education less than college grade and designed to meet needs of persons over fourteen years of age who had entered upon or who were preparing to enter work on the farm, or in the farm home, or who were preparing for a trade or industrial pursuit or who had entered upon the work of a trade or industrial pursuit; the state or local community, or both, were required to provide the necessary plant and equipment determined as minimum requirements for such education; that the amount expended for the maintenance of any school or classes receiving benefits would not be less, annually, than the amount fixed by the State Board; that teachers, supervisors, or directors of agricultural subjects were required to have at least minimum qualifications determined by the State Board for Vocational Education and that all determinations of the State Board have approval of the Federal Board for Vocational Education;

16. directed or supervised practice in agriculture, either on a farm provided by the school or other farm, for at least six months per year. The instruction to persons who had not entered

employment was devoted to one-half of time to practical work and the instruction could not be less than nine months per year and thirty hours per week; one-third of sum for salaries of teachers in specified fields had to be applied to part-time schools or classes for workers over fourteen years of age who had entered employment; part-time classes was defined as any subject to enlarge the civic or vocational intelligence of workers over fourteen and less than eighteen years of age and not less than 144 hours per year; evening industrial schools had a minimum of age sixteen years an entrance requirement and provided supplemental instruction to daily employment of workers; the state board with approval from the Federal Board for Vocational Education was allowed to modify the conditions as to length of course and hours of instructions per week for schools and classes giving instruction to those who had not entered employment to meet the needs of local town or cities which had a population of less than 25,000 according to last U.S. Census report;

17. training of teachers was required to be under the supervision of the State Board, under public supervision and control, and given to persons who had adequate vocational experience or who were acquiring that experience in field to teach, supervise, or direct; the State Board was required to establish minimum requirements for such persons, and not more than sixty percent or less than twenty percent of sums was allowed to

be expended for preparation of teachers, supervisors or directors of agricultural subjects, or for preparation of teachers in trade and industrial or home economics subjects;

18. required states through legislative action to appoint the State Treasurer as custodian of appropriations, to receive and provide disbursement of all money paid to state. States were required to replace any lost sums and no other appropriations for such education was allowed to be paid to state until paid. The Treasurer was to reimburse expenditures incurred to such schools as were approved by the state through requisitions;

19. Federal Board were required to ascertain if states were using, or were prepared to use, the money received, certified to Secretary of Treasury the amount each state was entitled to receive and paid quarterly the amount which had been certified by the state;

20. any state which had not expended the full amount of money for purpose earmarked, the amount equal to the unexpended was deducted from the next succeeding annual allotment. The unexpended was not returned to the Federal Treasury and was not allowed to be used for other purposes;

21. Federal Board was allowed to withhold any allotment of money to any state if the money was not used for appropriate purposes. If a State Board appealed to Congress and if approval

was not given for the state to receive funds, it was paid to the Treasury of the United States;

22. definite prohibition was allowed against the use, directly or indirectly, or any portion of the money appropriated to a state for the purchase, erection, preservation or repair of any building, buildings, or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college; and

23. The Federal Board for Vocational Education was required to make an annual report to Congress on or before December 1, on the administration of the Act and to include such reports made by the state boards on the administration of the Act and expenditures of the money alloted to each state (Public Law No. 347, 1917).

Some Changes Since Smith-Hughes Act of 1917

Several changes were made in vocational education after the Smith-Hughes Act of 1917. These are listed as follows:

1. On June 2, 1920 - An Act was passed to extend the provision of the Smith-Hughes to provide for promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment. Also, Hawaii was enabled to share the benefits. For the year 1924, $30,000 was alloted for vocational education and for vocational rehabilitation $5,000 annually (P.L. No. 35, 63 Congress H.R. 4121, approved March 10, 1924).

2. Certain other federal acts, such as Morrill and Smith-Lever Acts, were extended to include Hawaii through legislation approved May 16, 1928.

3. Puerto Rico received vocational benefits by an Act extending the Smith-Hughes Act on March 3, 1931. The sum of $105,000 was made available for fiscal year ending June 30, 1932, and annually thereafter, $30,000 for agriculture; $30,000 home economics; $30,000 for trade and industrial; and $15,000 for teacher training and supervision.

Amendments

1917. Permit use of federal funds for the purchase of books, periodicals, printing, binding, and postage of foreign mail.

1935. Permanent appropriations for salaries and expenses of Federal Board for Vocational Education to an annual authorization for the United States Office of Education (Struck, 1953).

1946. Abolished the Federal Board for Vocational Education (McCarthy, 1950).

The Smith-Hughes Act have been recognized as a milestone in the development of federal aid to the states for education, because all subsequent legislation for further aid for vocational education was based on this Act.

The George-Reed Act of 1929

The George-Reed Act was passed to provide for the further development of vocational education in the several states and

territories. Appropriations were for two fields, only, agriculture and home economics; home economics was relieved from trade and industrial section of Smith-Hughes Act; no additional funds more awarded for trade and industrial fields and none for teacher training in agriculture and home economics; expanded the job of homemaking; appropriations were for 5 years only, from February 5, 1929, through June 30, 1930 (sum of $500,000 for first year and an additional $500,000 each year for 4 years); funds were made available for salaries of teachers, supervisors, and directors of agriculture and for the same personnel in home economics for development and improvement of subjects and conditions applicable to home economics as in agriculture except for a six month supervised farm experience.

Changes

The passage of the George Reed Act of 1929 resulted in the following changes:

1. a temporary means of extending federal aid with a specific time limit and did not permit sufficient advanced planning for long terms;
2. allowed for further development of vocational education;
3. annual appropriations and not permanent (short term);
4. trend toward control of appropriations by Congress; and
5. no supervised six-month period of farm experience for home economics (Public Law No. 702, 1929).

This short-term legislation stimulated movement for new and more permanent legislation.

The George Ellzey Act of 1934

The George Ellzey Act of 1934 was planned and passed before the George-Reed Act expired to prevent a lapse of funds; to provide for further development of vocational education; conditions applicable to home economics were stipulated as for agriculture except for supervised farm experience; funds for trade and industrial were allowed to be used for part-time classes operated less than 144 hours per year; and funds were provided for salaries of teachers, supervisors and directors of agriculture, trade and industrial, and home economics.

Changes

The following changes occurred as a result of the George Ellzey Act of 1934:

1. added salaries for directors and supervisors of industrial education;
2. eliminated the six month supervised experience for agriculture per year;
3. eliminated requirement of part-time classes in field of trade and industry to be operated for 144 hours per year; and
4. no additional funds were provided for teacher training.

Appropriations were for only 3 years with minimum allotments for each specified field of $5,000; with authorized amounts of

$1,000,000 for specified fields and $84,000 for minimum; $100,000 for Department of Interior, Office of Education for Vocational Education for each fiscal year. The basis for the allotment for agriculture was farm population, home economics, rural population and trade and industrial, non-farm population (Public Law No. 245, 1934).

This same type of legislation caused the leaders of vocational education to prepare for other legislation for continued federal aid.

The George-Deen Act of 1936

The George-Deen Act was passed to provide for the promotion and further development of vocational education. It provided for continuation of the program of vocational education in accordance with the Smith-Hughes Act and other additions.

Changes

The passage of the George-Deen Act of 1936 resulted in the following changes:

1. provided for matching or federal funds by state funds on a graduated scale over a ten-year period. The first year required matching only 50 percent of the sum and increasing to 100 percent;

2. no time limit was stipulated on appropriations with the full amount of $12,000,000 each year; and

3. distribution occupations were added to the subsidized vocational areas and funds were provided for teacher training in this area.

Minimum allotment was $20,000 for agriculture, home economics and trade, and industrial. Also, $10,000 was provided for distribution education (DE) and teacher training to each state.

This Act limited the reimbursement of salaries of teachers, supervisors, and directors of DE to part-time and evening schools, and no specific authorization for DE appropriations and were tied to the trade and industrial funds and prohibited funds for in-plant training except for vocational training, not private profit (Public Law No. 673, 1936).

Vocational educators were impressed with the broadening of programs under the George-Deen Act. Later, this legislation led to the introduction of the George-Barden Act to Congress by Senator George of Georgia and Representative Graham Barden of North Carolina.

The George Barden Act of 1946

The George Barden Act of 1946 was an act to amend the George-Deen Act of 1936, so as to provide for further development of vocational education and to allow more flexibility in the administration and development of programs and more funds for growth and development of vocational education programs. The

provisions of the Smith-Hughes Act and the George Deen Act applied to the George Barden Act with the following changes:

1. support of two youth organizations was provided in the field of agriculture . . . Future Farmers of America (FFA) and the New Farmers of America (NFA);

2. limited funds were provided for home economics to support part-time and evening courses for employed workers;

3. public and other service occupations were allowed to receive support for part-time classes operated for less than 144 hours per year;

4. travel expenses were provided for teachers, supervisors, vocational counselors, teacher trainers, and directors of vocational guidance and vocational education;

5. securing information for development of program of vocational education and vocational guidance;

6. work experience programs for training out-of-school youth were provided;

7. purchase or rental of equipment and supplies for vocational education (not more than 10 percent of these funds could be used after June 30, 1951); and

8. pre-employment schools and classes organized for persons over eighteen years of age or who had left the full-time school were allowed to be operated for less than 9 months per year and less than 30 hours per week and without the requirement that a

minimum of 50 percent of the time be given to shop work on a useful or productive basis (Public Law No. 586, 1946).

The amounts to be appropriated by the George Barden Act of 1946 are shown in Table 3.

Table 3

Minimum Amounts Appropriated to Each State by the George Barden Act of 1946

Amounts to be Appropriated		Minimum to Each State
Agriculture	$10,000,000	$40,000
Distributive	2,500,000	15,000
Home Economics	8,000,000	40,000
Trades & Industry	8,000,000	40,000
Minimum Allotments		
1962	490,000	
USOE (ADM)	35,000	
and continuous authorization		

Amendments to George Barden Act of 1946

The Amendments to the George Barden Act of 1946 included Title I, Fishery Training Act; Title II, Health Amendment Act; and Title III, National Defense Education Act.

Title I Amendment - Fishery Training Act

The act was passed to promote the fishing industry in the U.S. and its territories by providing training of needed personnel for such industry. A continuous authorization was provided with

funds available for fishery trades and industry and distributive occupations. The amounts were to be appropriated per year at $375,000 with no minimum state allotment and apportioned as determined by the extent of the fishing industry in each state and territory. There were stipulations which required dollar for dollar matching and funds could be made available to public and non-profit private universities and colleges to promote the education and training of professional trained personnel which included scientists, technicians, and teachers needed in commercial fishing (Public Law No. 1027, 1956).

Title II - Health Amendments Act of 1956

The purpose of the Health Act was to improve the health of the people by assisting in increasing the number of adequately trained professional and practical nurses and professional public health personnel, by assisting in the development of improved methods of treatment in the field of mental health and for other purposes. Funds were authorized for 5 years, August 1956 through 1961 - Congress extended this in 1961 for 5 years until 1965. Funds were for salaries of personnel to carry out practical nurse programs; travel; administrative expenses and included rental of buildings not publicly owned; and equipment and supplies for instruction. The amount appropriated each year was $5,000,000 with $10,000 minimum. Matching funds were to be provided by states for the first two yearsat the ratio of 3 to 1. Then

matching funds, dollar for dollar (Public Law No. 911, 1956; Public Law No. 87-22, 1961).

Title III - National Defense Education Act

The National Defense Education Act was passed to provide assistance to the states so that they could improve their vocational education programs approved by the State Board of Vocational Education Programs as providing vocational and related technical training and retraining for youths, adults, and older persons, including related instructions for apprentices, designed to fit them for useful employment as technicians or skilled workers in scientific or technical fields.

Funds were available to carry out training programs for highly skilled technicians; used for adequate programs of administration, supervision, and teacher training; purchase, rental or other acquisition and maintenance and repair of instructional equipment; purchase of supplies and teaching aids; cost of transportation of students; securing information for programs and guidance; training and work experience programs for out of school youths; related instruction for apprentices; determining need for, planning, and developing area vocational education programs, and funds were required to be spent in area schools for training in occupations necessary to the national defense which were training for highly skilled technicians and was required to be less than college grade. The amounts appropriated

were $15,000,000 per year and no minimum allotment was required for each state and funds not used in one state was allowed transferred to another state.

Related Acts

Area Redevelopment Act

The Area Redevelopment Act and the Man Power Development and Training Act were related Acts passed to support vocational education. This Act was passed to alleviate unemployment and underemployment in distressed areas.

Man Power Development and Training Act

The Man Power and Development Training Act provided for training to equip persons referred for training by the U.S. Labor Department through public or private agencies.

The Vocational Act of 1963

Essentially, the Vocational Act of 1963 was the same type of legislation as the Smith-Hughes Act of 1917 and the George Barden Act of 1946. When President John F. Kennedy took office in January, 1961, he was convinced that the high level of unemployment was the most serious domestic problem facing the nation. One of his first decisions was to direct the Secretary of Health, Education and Welfare to appoint a panel of consultants on vocational education to review the technological changes in all occupations and reevaluate the acts, with a view toward their modernization. Most of the changes recommended by the panel were

enacted by Congress into the Vocational Act of 1963. The 1963 act authorized a new permanent program with a considerable increase in appropriations. Vocational education was to be regarded as a unified program and incorporated general and basic education as a prerequisite for useful vocational education by including instruction related to the occupation for which the student was being trained and stipulated that:

1. vocational education must be redirected from training in a few selected occupational categories to preparing all groups of the community so that, "All persons of all ages in all communities of the state would have ready access to vocational training or retraining which would be of high quality, realistic in the light of actual or anticipated opportunities for gainful employment, and which would be suited to their needs, interests, and ability to benefit from such training"; and

2. vocational education must be responsive to the urgent needs of persons with special difficulties preventing them from succeeding in a regular vocational program (Evans, Mangum, & Pragan, 1969).

Other Changes

Other changes were as follows:

3. maintain, extend and improve existing programs;

4. provide part-time employment for youth who needed earnings to continue their vocational training on a full-time basis;

5. construction of area vocational school facilities;

6. auxilliary services and activities, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and state administration and leadership, including periodic evaluation of state and local vocational education programs in regards to current and projected manpower needs and job opportunities (3 percent);

7. authorized four times the amount of the Smith-Hughes and George Barden Acts could be used for preparing persons for gainful employment in non-professional occupations;

8. vocational programs for students in high school;

9. designated inclusion of business and office occupations;

10. required cooperation between state vocational and employment agencies (Evans et al., 1969);

11. work study programs stipulated:

- 15 years of age and less than 21;
- preference to areas of unemployed and drop outs;
- a supplementary state plan;
- students in need of financial assistance;
- work only 15 hours per week; and
- earnings not to exceed $45 per month, and $350 per year, or a maximum of $60 and $500 per year (Florida Overview, 1976);

12. extension of Title II, Health Occupations and Title III, National Defense Education Act and to be permanent;

13. established a national advisory committee on vocational education;

14. ten percent of total funds were appropriated for each fiscal year were earmarked for research, pre-service and inservice for teachers and administrators of vocational education, and pilot and demonstration programs in vocational education for socially disadvantaged youth; and provided

15. no matching of funds for 1964, but dollar for dollar thereafter.

Amendments to Smith-Hughes and George Barden Acts

The Amendments to the Smith-Hughes and George Barden Acts stipulated that:

1. states were permitted to transfer funds among categories and between various laws;

2. the definition of agriculture was to include training for any occupation related to agriculture in which knowledge and skills of agricultural subjects were required;

3. ten percent of allocations for home economics had to be used in training for gainful employment in any occupation which required knowledge and skills in home economics;

4. funds allotted for trade and industrial education could be used for vocational education of young people in high school

without the limitations that at least 50 percent of time be spent in specific occupational preparation;

5. funds could be used for full-time training of high school students for an occupation in the distributive trades; and

6. area vocational education programs became permanent.

The appropriations as stipulated by the Vocational Act of 1963 are shown in Table 4.

Table 4

Appropriation of the Vocational Act of 1963

		Appropriations
Ending	June 30, 1964	$ 60,000,000
	June 30, 1965	118,000,000
	June 30, 1966	177,500,000
	June 30, 1967 and thereafter	225,000,000
Minimum Allotments to each state		10,000

(Public Law No. 88-210, 1963)

Sparked by the Advisory Council report and generally supported by the American Vocational Association and other national, state, local and private groups, the 1968 Amendments were totally Congressional products.

The Vocational Education Amendments of 1968

The new law in the Vocational Education Amendments of 1968 retained all uses permitted under the 1963 Act but made significant additions which included:

1. programs for handicapped persons;
2. vocational guidance and counseling;
3. private vocational training institutions;
4. a separate earmarked budget for cooperative education;
5. a redirection of homemaking education to serve disadvantaged families; and
6. a statement that emphasized vocational education in postsecondary schools.

The definition of vocational education in the 1968 Act was broadened to bring it closer to general education. It specifically provided that academic work which was related to a vocational education program falls within the definition of vocational education and finally included job placement - this change would likely go unnoticed (Evans, 1969).

Title I - Amendments

Title I - Amendments provided:

1. general provisions and authorizations;
2. state grant programs;
3. research and training;
4. exemplary programs;

5. residential vocational schools;
6. consumer and homemaking education;
7. work study; and
8. curriculum development.

Title II - Training of Vocational Education Personnel

The Title II - Training of Vocational Education Personnel provided for the:

1. Education Professions Development Act (EPDA) Fellowships.

Title III - Miscellaneous Provisions

The Title III - Miscellaneous Provisions provided for:

1. adequate lead time, planning and evaluation;
2. reduced age limit in adult education;
3. collection and dissemination of information;
4. training teachers of handicapped;
5. program consolidation study; and
6. state schools in territories for handicapped;
7. Job Corps study;
8. Head Start study; and
9. availability of appropriations.

Appropriations. The appropriations in the Vocational Education Amendments of 1968 were different for each category (Public Law No. 90-576, 1968).

The Vocational Education Amendment of 1972, P.L. No. 92-318

The Vocational Education Amendments of 1972 (Public Law No. 92-318) extended the six sections of the 1968 Amendments dealing with exemplary programs and projects, residential vocational schools, consumer and homemaking education, cooperative vocational education, curriculum development, and the National Advisory Council on Vocational Education. The Act also established the National Institute of Education (NIE) to study the education process and created a Bureau of Occupations and Adult Education in the U.S. Office of Education, which included a Community College unit (Florida Vocational Overview, 1976).

The Educational Amendments of 1976 - Title II - Vocational Education

The Education Amendments of 1976 was an omnibus law that contained five Titles - one was the Title II provisions that amended the Vocational Education Act of 1963. The new amendments reaffirmed the purposes of the 1963 and 1968 Acts. With these purposes identified, the new act revised the preceding acts to provide for continued support in the form of state grants, supplemented by additional categories that reflected priorities identified by Congress. These added categories included vocational guidance and counseling, pre-service and inservice training for personnel, renovation and remodeling of facilities, grants to overcome sex bias (new purposes) and funds to assist

state planning by involving a wide range of interested agencies and individuals and making use of all available resources for vocational education and manpower training (Public Law No. 94-482, 1976).

National Priority Programs

A portion of the basic state grant was set aside for the following in the Educational Amendments of 1926 - Title II - Vocational Education:

1. handicapped - 10 percent;
2. disadvantaged - 20 percent;
3. programs for limited English language up to 5 percent;
4. postsecondary vocational education - 5 percent; and
5. programs of national significance - 5 percent grants, contracts, research, exemplary and innovative programs, curriculum development, guidance and counseling, preservice and inservice programs, grants to overcome sex bias, professional leadership awards, accumulation of information and support for a national center for vocational education.

Categories for Funding

Categories for funding in the Educational Amendments of 1976 - Title II. Vocational Education included:

1. Basic State Grants - 80 percent of basic state grant;
2. program improvement and supportive services - 20 percent;
3. state planning grants;

4. special programs - disadvantaged;

5. consumer and homemaking;

6. rennovation and remodeling grants;

7. state advisory councils; and

8. national advisory councils.

Authorizations. The Vocational Education Amendments expanded authorizations, increased the potential funding from $1,088,450,000 in fiscal 1978 up to $1,703,500,000 in fiscal 1982 (Reid, 1976).

References

Evans, R. N., Mangumz, G. L., & Pragan, O. (1969). Education for employment. Ann Arbor, Michigan: University of Michigan; Wayne State University and National Manpower Policy Task Force.

Florida Vocational Education: An Overview. (1976). Florida State Advisory Council for Vocational and Technical Education by Special Projects Division of the Career Education Center, Florida State University, Tallahassee, Florida.

McCarthy, J. A. (1952). Vocational education: America's greatest resource. Chicago, IL: American Technical Society.

Public Law No. 347, February 23, 1917, pp. 929-936.

Public Law No. 35, 1924.

Public Law No. 702, February 5, 1929, p. 1151.

Public Law No. 245, May 21, 1934, pp. 792-793.

Public Law No. 673, June 8, 1936, pp. 1488-1490.

Public Law No. 586, August 1, 1946, pp. 775-778.

Public Law No. 911, 1956.

Public Law No. 1027, 1956.

Public Law No. 87-22, 1961.

Public Law No. 88-210, December 18, 1963, pp. 403-418.

Public Law No. 90-576, 1968.

Public Law No. 92-318, June 23, 1972, pp. 325-326.

Public Law No. 94-482, October 12, 1976, pp. 2168-2215.

Struck, T. F. (1930). Foundations of industrial education. New York: John Wiley and Sons, Inc.

Reid, J. L. (1976). Provisions of the new vocational education amendments. American Vocational Journal, 51(8), 33-34.